

## Performance Assessment Framework for Planning

<b>Standards/PBGRs/Performance Indicators</b>	Indicate the CCSS, NGSS, VT GEs, Transferable Skills and connected PBGR performance indicators that will be demonstrated and assessed in the culminating performance.
<b>Learning Targets/Learning Intentions</b>	What will students know, understand, and be able to do upon completion of the culminating performance?
<b>Big Ideas/Enduring Understandings</b>	Describe the big ideas/overall concepts students should take away from this process.
<b>Essential Questions</b>	What are the essential questions students will answer in order to develop these enduring understandings?
<b>Culminating Performance/Product</b>	Describe the final performance and the format it will take (offering students a choice) through a compelling, authentic prompt or scenario.
<b>Content/Sources</b>	Cite the sources (including text, audio, visual, etc.) students will access to complete the formative tasks, vetting sources to a variety of text types which are content, ability level, and task appropriate.
<b>Formative Tasks, Student Directions, Instructional Supports</b>  <b>Formative Assessments</b>	Clearly explain how students will interact with the sources to complete the formative tasks that lead to the culminating performance/product. Include activity instructions, guided questions, and/or steps in the process with opportunities for formatively assessing throughout.
<b>Summative Assessment</b>	Include a detailed method of evaluation (e.g., rubric, checklist, etc.) that clearly communicates what students need to do to demonstrate proficiency of the Standards/PBGRs/Learning Targets.

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Standards/PBGRs/Performance Indicators	
Learning Targets/Learning Intentions	
Big Ideas/Enduring Understanding	
Essential Questions	
Culminating Performance/Product	
Content/Sources	
Formative Tasks, Student Directions, Instructional Supports	
Formative Assessments	
Summative Assessment	